

**HISTORY AND ORGANIZATION  
OF  
THE CITIZEN ADVOCATE PROGRAM**

**Sponsored By  
THE CAPITOL ASSOCIATION FOR RETARDED CHILDREN  
Lincoln, Nebraska**

**Edited By  
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## PREFACE

The organization of the Citizen Advocate Program, sponsored by the Capitol Association for Retarded Children, began on February 1, 1970. This is a program in which a volunteer citizen works on a one-to-one basis representing, as if they were his own, the interests of a retarded person.

This being a pilot project, there were no guidelines to follow or other programs from which to pattern. Therefore, the program was organized step by step; so that by the summer of 1970, a number of advocacy relationships were in existence. At this early date, the success of advocacy was evident.

Realizing that this program might be used as a model, CARC has carefully documented each step of the program's organization. Through documentation the program can also be evaluated.

Much credit for the success of this program must be given to the volunteer citizen advocates and the volunteers who so faithfully served in an advisory capacity either on the Advisory Committee or as Associate Advisors.

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Upon recommendation of the Nebraska Association for Retarded Children, Governor Norbert T. Tieraann appointed a Citizen Study Committee on Mental Retardation in August of 1967. This committee functioned as a task force of the Governor's Citizen Committee on Mental Retardation. After intensive surveys of Mental Retardation laws, services, and facilities across the state, after a public hearing under the Governor's sponsorship, and after many long meetings and consultations, the Committee presented its report to the Governor. This report made many recommendations which would bring about changes that are needed to fulfill Nebraska's obligation to its retarded citizens. It based its recommendations upon five principles. In the Committee's report to the Governor, they stated, "Words must become more than words. We must make these principles come alive for us in our state if Nebraska is to live up to the basic American ideals as applied to a modern world."

1. No matter how handicapped, a retarded person or institutional person is not an animal, vegetable, or object, but a human being and a citizen, deserving of respect, and in possession of certain human, legal, and social rights. As much as possible, retarded persons, whether institutionalized or not, should be treated as ordinary persons of their age are treated in the community. Every effort should be made to "normalize" retardates, that is, to diminish those aspects that differentiate a retardate from a typical citizen of comparable age.

2. There should be maximal continuity of contact and atmosphere between all phases of service agency (including institution) functioning and the community.

3. Continuity of contact between a retardate and his family should be maximal, limited only by liberally interpreted considerations for the welfare of the retardate, his family, and the agency (for example, institution) serving them.

4. Service agencies (including institutions) should provide an environment conducive to their retarded clients' physical, intellectual, social and emotional well-being and growth, with special emphasis on the development, welfare, and happiness of children.

5. Each retarded person, particularly if he resides in an institution, should have a special relationship to a competent, individual citizen who will act as his personal advocate, vigorously representing his interest and safeguarding his welfare.

The fifth principle places emphasis on the need for each retarded person, particularly those who have been or are residing in institutions, to have a personal advocate who will vigorously represent his interests.

The Governor's Study Committee consisted of a number of professionals and lay persons. Dr. Wolf Wolfensberger, a mental retardation scientist of the Nebraska Psychiatric Institute, University of Nebraska Medical Center, Omaha, Nebraska, served as a member of this committee. He was the co-author of the three reports which this committee made to the Governor of Nebraska. Dr. Wolfensberger is the founder of the citizen advocacy concept. Following the completion of the Governor's study, he drafted a paper, "Toward Citizen Advocacy for the Handicapped." This draft was written for discussion and review purposes in anticipation of further revisions and eventual submission for publication.

In the spring of 1969, the State Office of Mental Retardation selected a committee of citizens to review Dr. Wolfensberger's draft. These people studied the advocacy concept as presented in Dr. Wolfensberger's paper to learn if it might be feasible to organize a Citizen Advocate Program. The committee accepted the concept and recommended that this new concept should be put into practice in a program within the state of Nebraska.

The most likely group to organize the pilot project would be a local association for retarded children. The State Office of Mental Retardation and the committee were in agreement that the Capitol Association for Retarded Children (CARC) would be the most appropriate at this time to implement the program. A special request was made to the CARC Board of Directors to initiate the program. The Board of Directors voted to accept the responsibility of organizing the first Citizen Advocate Program.

This association was very much aware of the fact that such a program, if it were successfully initiated, could have a great impact on the lives of the retarded citizens living in the Lincoln community. Later in the year of 1969, CARC prepared a proposal to present to the State Office of Mental Retardation. In this proposal, they stated that the advocacy needs would vary from person to person. Some retarded children might need adoptive or foster parents. Others might need the parent-like figure but not the parent-like arrangement. Others, especially adults, might need only a special friendship, a guidance in problems of everyday living, and a help in handling finances and property.

Many of the retarded citizens who would be moving back to the Lincoln community would have no contacts at all in this community. They have had no one to visit them while they have been institutionalized; no one to write to them; there have been no ties that would be binding that would help them in their lives back in the community. It is very important

that persons being habilitated from the institution to the community have emotional support, practical guidance, and follow-up in all areas. Often times in the past such habilitation fails merely because there is a lack of support and guidance.

The advocacy relationship which CARC envisioned could not be given by agencies which tend to be agency-centered, rigid and impersonal, and which cannot offer intense, long-term personal relationships both because of manpower turnover and manpower shortage. Furthermore, the interests of the retarded and the agency often differ creating conflicts of interest in the agency professional. Therefore, it would be very important that a volunteer citizen advocate be assigned to represent the retarded person's interests without reserve or selfishness, even against the agency if needed and even irrationally or profoundly as a parent might do.

In its proposal CARC indicated it would perform the following functions:

1. Insure a continuing advocacy program by appropriate planning, budgeting, and the pursuit of funds.
2. Define a desirable advocacy advisory committee.
3. Attempt to define desirable advocate characteristics.
4. Develop procedures for recruiting advocates.
5. Develop procedures for screening advocates.
6. Evolve rules of conduct for citizen advocates.
7. Arrange and monitor appropriate advocacy relationships between retarded persons and advocate-candidates.
8. Elaborate and define advocacy procedures for crises relief.
9. Provide or procure legal back-up and direction for guardianships, conservatorships, etc.

10. Provide or procure other types of vigorous back-up (such as counseling, how to handle specific problems, etc.) so as to enable advocates to initiate, maintain, or improve their advocacy functions.

11. To conduct appropriate public education programs, disseminate information and popularize the concept of citizen advocacy.

The State Office of Mental Retardation (SOMR) accepted CARC's proposal for the pilot project and agreed to financially assist CARC in implementing the program. SOMR provided \$4,100 of federal funds to be used in the first five months of the program's operation from February 1, 1970 through June 30, 1970.

CARC is an agency of the Lincoln Community Chest, receiving financial support through that agency. CARC's funds that had been budgeted for research in the year of 1970 were shifted to the Citizen Advocate Program to supplement the \$4,100 provided by the State. SOMR provided \$6,500 of federal funds for the fiscal year from July 1, 1970 to July 1, 1971. As of July 1, 1971, SOMR will no longer provide funds for the pilot Citizen Advocate Program. The project will be well established by that time. The Lincoln Community Chest has accepted the advocacy schema and will provide support to CARC to continue the program. In fact the Community Chest was so pleased with the program and its results that it relied heavily on the program for its publicity in the 1971 fund-raising campaign.

SOMR also wanted and needed to withdraw its support following the organization of the program so that they could not be a controlling influence. The advocacy program must be free of control of agencies so that the advocates are free to work without conflict of interest. The advocate must be free to go against the agency (establishment) if need be in order to represent his protege.

The CARC Board of Directors selected Mrs. Leola J. Novak as coordinator for this pilot program in Lincoln, Nebraska. At the time of her appointment, Mrs. Novak was working as Research Specialist for CARC. She had been employed by the local association for eleven years. Prior to that time she was a teacher in the public schools of Nebraska. Her experience in the field of mental retardation had been varied. She had served as a teacher in the classroom, executive director of the former local association known as Lancaster Association for Retarded Children, director of the TMR training program known as LARC School, and had planned and implemented an Independent Living Rehabilitation Center.

Mrs. Novak attended York College, York, Nebraska, majoring in elementary education and the University of Nebraska in the field of special education. She also has had specialized training through a number of universities. These included training at the Devereux School for the Mentally Retarded and the Emotionally Disturbed through Columbia University, New York City; at Devon, Pennsylvania, Executive Director Training through the National Association for Retarded Children; the Boston University, Boston, Massachusetts; at Minneapolis, Minnesota, the Institute of Logopedics; the University of Wichita, Wichita, Kansas; the University of Wisconsin, Madison, Wisconsin; and De Paul University at Chicago, Illinois.

On February 1, 1970, the first citizen advocate office was opened in Lincoln, Nebraska, Room 311 in the Lincoln Center Building for Community Services. This being a pilot project, there were no guidelines or plans to follow other than the eleven functions that CARC had set forth in their proposal and Dr. Wolf Wolfensberger's paper, "Toward Citizen Advocacy for the Handicapped". Using the proposal as a guideline, organizational steps were begun.

The logical first step was to organize an advisory committee of volunteers from the community who could and would work closely with the



coordinator of the Citizen Advocate Program. Contacts were made to the original people who had served on the State Office of Mental Retardation informal committee of this pilot program. A number of these people did accept the invitation. Some felt that they did not have the time to devote to attending meetings on a monthly basis. It became very evident that we also needed other representation from the community besides those who had helped in the original planning. Other contacts were made within the community to seek members. The committee, for the first year of the program, consisted of representation from the Lincoln Council of Churches, the City Council, State Rehabilitation Services, parents of the retarded, the Foster Parents Association, the Lancaster County Office of Mental Retardation, the Beatrice State Home, City Recreation, Nursing Home Association, the Police Department, CARC, Nebraska Psychiatric Institute, and others.

The Advisory Committee in the very beginning realized that there was a need for advocates on that committee. This could not be realized until there were advocates working in the program. The advocates were added at a later date, beginning at first with one advocate and continuing until five advocates were added. What persons could better inform the committee and coordinator of the problems and progress in the advocacy program than the advocates.

The advisory committee serves only in an advisory capacity. It is not a governing board. CARC's Board of Directors is the administrative board.

In order to have representation from as many fields as possible, a group of Associate Advisors were organized. These are professional people or lay people in the community who can and will help in specific areas but are not able to attend the monthly advisory meetings. These

people are key facilitators in the community. They are not advocates or volunteers on the Advisory Committee. They are volunteer professional and lay people, qualified in a specific area, who are willing to advise in that area when the need arises. By organizing this group of Associate Advisors, the Citizen Advocate Program was able to reach out in the community for back-up counseling and help in the advocacy relationships.

A small working committee known as the Steering Committee was organized from members of the Advisory Committee. This committee consisted of the elected chairman, vice-chairman, secretary, and representation from the State Office of Mental Retardation, the Beatrice State Home, Dr. Wolf Wolfensberger's office, an advocate, CMC's executive director and the coordinator of the Citizen Advocate Program. The purpose of the Steering Committee was to advise the Citizen Advocate coordinator in making decisions relative to immediate concerns and problems. This committee met monthly, one week prior to the Advisory Committee meeting. It would bring recommendations and solutions to problems to the Advisory Committee's attention at its regular meeting.

Early in the Citizen Advocate programming, the Advisory Committee was divided into four sub-committees. These subcommittees are in addition to the Steering Committee. The committees are Publicity and Promotion, Aged or Nursing Home, Foster-Adoptive-Welfare, and Legal. Each committee has a chairman. The chairman organized his committee, and each group is working in its particular area. Each chairman has broadened his committee's membership by securing qualified people from the community in addition to the appointed members from the Advisory Committee. It is not necessary that all members of the sub-committees attend the monthly meetings.

The function of the Publicity and Promotion Committee is to promote the advocacy concept, to obtain local as well as state and national publicity,

and most important, it is concerned with recruitment of advocates. It is through this committee's efforts that the citizen advocate brochure was printed and made available for distribution as well as letters of introduction to many of the churches in Lincoln. This committee organized advocate-protege panels which help to provide programs on the local level. These panels have also participated in the Leadership Training Workshops which were conducted under Dr. Wolf Wolfensberger's leadership. Two were held in Omaha on November 6 and 7, 1970 and December 3 and 4, 1970, and one on January 7 and 8, 1971 in Kansas City, Missouri.

The Aged or Nursing Home Committee is primarily concerned with the aged citizens and those who are living in the nursing homes. One endeavor has been to provide suggested activities for advocates assigned to the aged protege.

The Legal Committee is available at all times for any legal problems that might arise in advocate-protege relationships. When an advocate contacts the office in behalf of his protege regarding legal problems, the chairman of the Legal Committee is contacted. He will advise the advocate what action he should take to help his protege. The attorney who is the chairman of the Legal Committee has provided a paper which describes the legal responsibilities of the citizen advocate. This committee is not as continuously active as the other three, but it is ready and available when the need arises.

The Foster-Adoptive-Welfare Committee is a committee which is promoting the welfare of all of the citizens involved in this program. Its purposes are to promote better foster parent relationships and provide assistance to guardians and adoptive parents. It will be seeking new parents who might become guardians or foster parents and those who might adopt. This committee was instrumental in forming an identification card for all proteges who are involved in the program. In the work with the local

police department it was recommended that we provide some kind of an identification card which will simply tell the police that this person is enrolled in the Citizen Advocate Program. It is not a card to brand him as retarded, it simply states his name, his home address and telephone number, and that he is a participating member of the Citizen Advocate Program of CARC. If there is no answer at the number that is listed, the advocate's telephone number is given for a second contact. The number is not identified as the advocate's telephone number.

Following the establishment of the Citizen Advocate Program, there were a number of other steps that had to be taken before the recruitment of advocates could begin. The next step of organization was to define desirable advocate characteristics. Dr. Wolfensberger's definition of an advocate is "a mature, competent citizen representing as if they were his own, interests of another citizen who is impaired in his instrumental I competency or who has major expressive needs which are unmet and which are likely to remain unmet without special intervention". Dr. Wolfensberger, in his definition, made no reference to age. He emphasized that the advocate should be a mature, competent citizen.

It is important that the citizen advocate have continuity and stability in the community. It would certainly be unwise to assign an advocate to a protege when the office was aware that the advocate would be leaving the city within the next month or so. However, even though an advocate is very earnest and believes he will be in the community for some time, circumstances may occur that will cause that advocate to have to move, thus discontinuing his relationship with his protege. It has happened in the program. It is unfortunate, but it is one of those problems that you must solve so as to protect the protege.

The advocate must have a commitment to the advocacy concept. He must understand the meaning of advocacy and be sold on the idea that a

one-to-one relationship to a citizen who is impaired produces outstanding results.

There are a number of chosen advocacy areas: the citizen-friend, or expressive advocate (special friend), the person who gives guidance in problems of everyday living or help in the handling of finances, etc.; the adoption of a retarded child or becoming a foster parent for a retarded child; and the parent-like figure but not the parent-like arrangement of adoptive or foster relationships. A person may become a guardian or a conservator. In the specific area that the advocate wishes to work, he must have competence.

The most important characteristic that we would want in an advocate is good character. He should be a law-abiding citizen who is respected in his community.

The advocate should use every opportunity to enhance his education on mental retardation. One way that he can do this is by becoming a member of the Capitol Association for Retarded Children. Through the association meetings, regular mailings, and other services, the advocate can definitely increase his knowledge.

A procedure for screening advocates needed to be developed. The first task in doing this was to develop some type of an application form. In the very beginning a simple form was developed, but this form didn't provide enough information. The current application form does give information that is helpful in reviewing the application and in the assignment of the advocate. (Page 1, Appendix) On this application form the usual information of name, date of birth, address, and telephone number is requested. The applicant is asked to list the members of his family, state his occupation, religious preference, special interests or hobbies, and to list the organizations or committees in which he is participating. In making the proper assignments of an advocate to a

protege, it is important that the person making the assignment knows the marital status, how many members are in the family, and the occupation of the person applying. This helps him in the matching to a particular protege. It is hard for any one person in a family to become involved in the Citizen Advocate Program without the rest of the family becoming involved. It is necessary to know how many members there are in the advocate's family, whether they are male or female. This is helpful in the assignment to a protege. The occupation can tell you something about the person. It also can tell you about the amount of time or the possible activities the advocate might be able to perform with his assigned protege. The person is asked to give his religious preference. The purpose of this is, if possible, to assign a Catholic to a Catholic, a Protestant to a Protestant. This encourages the advocate to help his protege to go to church on Sunday if he is not involved in some church in the community. The retarded citizens who have been living in the state institution, of course, have been given the chance to go to church; but in most institutions there is not a chapel or a regular church. In the case of Nebraska, there is one big auditorium on the second floor of an old building that is used for many functions, one of which is church. If we are to normalize the retarded citizens, it is important that citizens identify themselves with the church of their choice in the community and that they be considered a part of that church's life. The advocate's special interest or hobby tells something about what he likes to do and what he can do. This information is helpful in the assignment to a protege. It would be unwise to assign a person to a protege with entirely different interests. A list of organizations and committees in which the potential advocate is working tells us something about that person.

It is very important to know the reason why this person wants to

become an advocate. It was most interesting during the first few months

of the program's existence to read the various reasons that people wrote of why they wish to become an advocate. The following are a few of the reasons.

A young teenager says, "I wish to have a close friendship with someone who doesn't have many friends because she is not accepted. I realize that she can be a wonderful person if someone will try to work with her. I believe friends can be made easily with anyone, just if someone tries."

A foster parent states that they attempted to adopt the foster child that they now have in their home; but because of the conditions surrounding this child's life, he could not be adopted. They then became foster parents. This family has no children of their own. They have three adopted children besides the retarded child for whom they are foster parents.

A young lady states, "Through a friend of mine I became more aware of mental retardation and some of the mentally retarded people's needs, I'm not sure exactly what I can do to help, but I am willing to become involved and let God work through my life to love more people."

A young man, who is employed as a certified accountant and is very active in the Jaycees, stated during his interview how he and his wife had waited so very long to have a baby. When that child was born, he was so thankful that it was healthy. He then began to think of all the mentally retarded people who are born and have no one to help improve their life. He was 28 years old and felt that he hadn't really ever done anything for his community. After hearing of the Citizen Advocate Program, he felt this was his chance and his place to work. This young man was quite concerned and worried during his interview about the responsibility of being an advocate. He certainly had nothing to worry about as far as his being able to perform his duties. He has done an



excellent job in helping his protege adjust in our community.

Another lady states that she felt very deeply about the retarded and their needs. "My family is beginning to share these feelings with me." They desire to work as a family with a retarded person.

Another person says, "Through a big sister relationship with a young boy, I became interested in the special problems of the exceptional person. My own experiences with him were both rewarding and enlightening. I have found that a relationship is the most valuable when both persons share a feeling of trust and respect."

The formal application is completed by the applicant himself. It still does not provide all the information that is needed. A structured interview sheet has been formed for the interviewer to use. The applicant does not complete this sheet. It is the interviewer's responsibility to secure the information. (Pages 2 & 3, Appendix)

It is necessary that the Advocate Office know the length of time that the applicant has lived in the community. If he has lived here a very short length of time or is not expected to live here for a period of time, his application should not be accepted. One of the qualifications of a good advocate is that he have continuity in the community.

A person who does not drive a car or who has no car available to him will need to be assigned to someone who lives near him or is living near public transportation. The advocate should have a driver's license and carry liability insurance because he is responsible for everyone whom he takes in his automobile. Most people do not stop to think about this. Definitely CARC does not want to place a retarded person in an automobile where there is no insurance or the driver does not have a valid driver's license. The protege's life would then be endangered.

Why should the advocate have a homeowner's insurance policy? Most homeowners carry insurance to protect themselves against accidents

occurring on their property. Many people do not stop to realize that they are responsible if someone falls down on their sidewalk or slips on a waxed floor in their house. These are some of the precautions that are being taken.

It must be learned how much free time the advocate will have to spend in his advocacy relationship. This again is used in the assignment. If the advocate can only work in the afternoon and is not available to do anything on weekends or evenings, he probably would be assigned to

one of the aged proteges. If he is a working person and will be available to go shopping in the evening, take his friend to the movies, help him in other community activities, will be available on weekends, and at all times on call, this again is used in the matching.

It is very important that each advocate use the telephone and talk to his protege. Of course, in the case of smaller children this is not feasible. Can you imagine a person who has been living in an institution for most of his or her life and has seen a telephone around in the offices but has never actually used one? There have been some dramatic reactions in the use of the telephone by the proteges. Each so-called normal citizen has telephone calls each day. Perhaps the protege to whom the advocate is assigned has never had a telephone call in his life. What a wonderful change even the telephone conversations can make!

During the course of the interview it is explained to the applicant that there are several ways in which he can become more knowledgeable in the field of mental retardation:

1. Individual study;
2. One session, group in-service training;
3. Tours of local facilities for the retarded;
4. Visitation of Beatrice State Home.

Each applicant is handed a package of materials at the time of the interview. He is given a copy of Dr. Wolf Wolfensberger's paper along with a number of brochures and printed articles on mental retardation and, also, the citizen advocate brochure. These materials are called their individual study. Each applicant is informed that there are many books, research materials, and professional magazines in the Advocate Office which are available on loan.

Each applicant must attend a training session before he begins his advocacy relationship. For the most part these are held in the evening. The potential advocate is provided basic information of the advocacy program and the various areas in which a protege may need help as well as informing him of his legal responsibility. In general the advocate is made to feel at ease before he begins his relationship. The chairman of the Legal Committee of the Advisory Committee formulated a paper on the legal responsibility of the advocate. (Page 4, Appendix)

Each advocate is offered the opportunity to tour any of the local facilities for the retarded. He is encouraged to visit the Beatrice State Home at Beatrice, Nebraska. Periodically the office makes arrangements to take a group of advocates to Beatrice.

In discussing the possible assignment of proteges, the advocate is given a preference. Would he rather work with a child, an adolescent, a young adult, or the aged? Would he like the female or male sex? Also, what degree of retardation? Consideration is given to the advocate's preference. However, he is not always assigned to an age group of his preference. Sometimes the advocate feels that he would like a certain aged protege, and yet some of the experiences that the advocate has had in life as well as what he has to offer the protege indicates that he should be assigned in a different age category.

Most retarded persons have other handicaps. Each advocate is asked if he would accept a multihandicapped person. Most advocates are very willing to accept the multihandicapped person.

All of the proteges have instrumental and expressive needs. Some advocates would become the citizen friend, with someone else providing the instrumental needs. Others might wish to become foster parents or adoptive parents. Some may assume the parent-like figure relationship but not the parent-like arrangements of adoptive or foster parents. Others may want to become the legal guardian or take on the roles of a conservator handling the person's estate.

It is equally important to secure information about each retarded person before he is assigned an advocate. (Pages 5 & 6, Appendix) The usual information of name, address, and date of birth are obtained. It is important to know the length of time that the individual has lived in the institution. If the person has never been institutionalized, the same information is secured, eliminating the portion of date admitted to the State Home and date released to the community. Again, it is important to know of the person's family background, as to his parents and brothers and sisters. Under general comments pertinent information can be obtained that might be helpful in the relationship. This might provide a background history of the person which might help show what his particular needs are. This information helps to make the matching of the advocate and protege an easier task.

One protege may have more than one advocate. It is not mandatory that each protege have more than one advocate, but he may. In the case of a young retarded person who might be employed within the city, a peer advocate would be needed to help that person in his social life and to help him understand how the normal person of his age functions in his community. This very same young protege may need a mature advocate

to help with the financial problems and some of the other problems of everyday living. Foster parents are providing both the instrumental and expressive needs for the foster child. They are advocates to that child; however, it is sometimes necessary that another advocate be assigned from the community. This advocate from the community can provide relationships and experiences that the foster parent cannot. The advocate from the community would be supplementing the work of the foster parent.

Most of the information regarding the retarded person can be obtained from the person himself, his employer if he is employed, or the program in which he is receiving special training. This is not enough information to be obtained in order to provide an over-all picture of this person's life. If the person is living with his parents, information would be secured from the parents. If this particular person is living in a hostel in the community, the administrators or houseparents of this hostel would help to provide some information. Each person contacted in one particular protege's interest would be providing information which would be pertinent in the relationship. The retarded person might have special needs, for instance in the home, that he would not have on the job or in the training situation. This over-all picture of the person will indicate the type of an advocate needed in order to provide help to the person's adjustment.

In describing the program to the retarded person, the words "special friend" are used instead of citizen advocate. This is easier for him to understand. Each individual has the right to give his permission to be assigned a special friend. He must understand what this person will be doing for him and with him. Every effort is made to help him feel at ease in the assignment of a special friend. He should not be made to feel that this is just another case worker, another person involved in his life, and that perhaps he is going to have to comply to special rules

and regulations because of this relationship.

The Citizen Advocate Office tries to provide advocates to as many people as possible who are living within one hostel. Otherwise, there is the factor of jealousy and feeling that some have been left out if they do not have a special friend. In some cases several advocates in one hostel may cause a problem. One advocate may do more for his protege than another advocate. The proteges are very much aware of this when they are all living in the same situation. The advocate must be very tactful in his approach to the problems that the protege might have.

For example, one protege in the program notified the Citizen Advocate Office that her friend (advocate) was criticizing her. Her advocate was not criticizing but was attempting to teach the protege the proper way to care for her hair and the proper colors to use together in selecting her wardrobe. It is very important that the advocate approach the protege in a very kind, understanding manner when there is a problem that should be solved.

In the training sessions which are provided regularly for the new advocates, each advocate is guided to understand possible areas the protege will need help. (Pages 7, 8, & 9, Appendix) The most important concept that must be instilled upon the mind of the advocate is that he view the interest and welfare of the retarded person to whom he is assigned as if it were his own. Of course, he is expected to use appropriate means to fulfill the instrumental and expressive needs which are consistent with the culture in which we live and which are consistent with the person's mental and physical ability. He must use appropriate means in order to help his protege adjust; otherwise, he will be a deviant or a standout.

There are five basic areas in which most of the retarded will need help. They are grooming, communication, self-reliance, physical dexterity,

and adaptability. Not all of the retarded will need help in all five areas, but most of them will need help in one or more of the areas.

It is very important that the advocate help his protege to learn how to dress properly, learn good personal grooming habits, and how to care for his body, Usually most retarded people need a great deal of help in grooming.

Communication is very often very difficult for many of the retarded. The advocate must learn if his protege has an emotional or physical problem that is blocking his capability of communicating. If so, attempt to help in these areas before attempting to help him in the art of communication. The protege must be taught that it is just as important that he learn to listen to other people in order to be able to communicate well. He also must be taught to interpret or understand what he is hearing or learning.

If the protege does not have a feeling of self-reliance, he is not going to be able to adjust on the job or in the community. He must form an image of himself and how he relates in the community in order to be able to adjust.

Most retarded individuals will be accepting a job such as dishwasher, janitor, common laborer, or a job that requires routine tasks. In order for that person to be able to fulfill the duties on his job successfully, he must be taught to develop physical dexterity skills. He may be learning some of this in a sheltered workshop or in a training program, but the advocate should constantly work to improve the protege's skills.

In order for the retarded citizen to adapt to his community, he must be able to represent himself well, to communicate effectively, and be self-reliant. In order to have a successful work experience, the advocate must help his protege in adapting in the community. This will also include recreation, social activities, leisure time, hobbies, and activities for the person.

This being a pilot project there is a great need for documentation of the relationship in order that progress can be measured. The importance of documentation is stressed at the advocate training sessions. The advocate is requested at least in the very beginning of his relationship to complete some simple forms which will inform the office of the type of an activity the advocate provided and the results of this activity. These forms provide a space to indicate the length of time the advocate and protege were together in any one activity. Two forms have been devised. (Pages 10 & 11, Appendix) One provides space for four activities in a given month with a limited space in which short summaries or evaluations can be written. The other provides more space in which the advocate can in more detail describe the activity and the results of this activity. Progress can be measured by watching the retarded person grow more normal in his community. However, since there are a number of relationships, there is a need for some concrete documentation of the results of the relationship. Many of the advocates have been very faithful in completing the forms and mailing them to the office. Others have not. The office is careful not to place too much stress on the advocate to provide this information. The important part of the advocacy relationship is that the advocate is working. This is where the follow-up contacts can keep the information up to date.

Since the staff of the advocate office for the first year consisted of one professional person and one part-time secretary, follow-up contacts could not be made as often as they should have been. During the first summer of the program's operation, five students from the SWEAT (Summer Work Experience and Training) Program at the Nebraska Psychiatric Institute in Omaha were placed in the Citizen Advocate Program to do field work. These students required orientation and training, but were



able to provide help for the program especially in the area of follow-up

.....

During the school term from September, 1970 to May 1971, the School of Social Work at the University of Nebraska placed eight students on work placement in the Citizen Advocate Program. Two undergraduate students and one graduate student did field work in such areas as follow-up contacts, referrals, interviewing of proteges, and so forth. They, too, underwent a program of orientation and training after which they were able to work with a minimal amount of supervision in their weekly assignments. A team of five graduate students was assigned to the project to do a research study. The purpose of their study was to assess the roles of the participants in the advocate program in terms of accuracy, how well the defined roles and concepts had been translated to them, and how well they had been put into action in the advocacy relationships. The Advocate Office will receive several copies of the final documentation. This research study completed only on the first 35 friend advocates and a few foster parents may be used as an evaluation to help determine weak and strong points to the program.

The Advocate Office has supplemented advocacy relationships through periodic mailings from that office. The mere fact that the office is contacting the advocate or the protege or both can sometimes keep the relationship running very smoothly. The advocate may run out of ideas or things to do in order to help his protege. Some advocates would taper off in their activities if they did not receive support. As example of such a mailing was a memo that was mailed on June 26, 1970. (Page 12, Appendix) These periodic mailings help to keep contacts with the advocates.

A new program such as the Citizen Advocate Program is primarily successful only because of constant public relations. It takes a

great deal of publicity. The Publicity and Promotion Committee and the office have used every way possible to publicize the program: the radio, the television station, the newspapers, the churches, and civic organizations. The advocate-protege panels have been used to help educate and inform the public. A brochure was printed that was used to virtually saturate the community.

By the close of the first year of the program, there were 69 advocates and 50 proteges benefiting from the program. The advocates, of course, were all volunteers who were providing the special guidance to the special problems of everyday living, special friendship, emotional support, special attention on such days as holidays and birthdays, and legal representation when the need arose. Besides the advocates working in the program, there were 40 other volunteers who served in such capacities as on the Advisory Committee, in field work, or office volunteer work.

The Lincoln office participated a great deal in workshops and programs within the area as well as across the nation. The purpose of these workshops was to teach other people about the Citizen Advocacy Program, introducing them to the concept and to the operation of an advocacy office.

Dr. Wolf Wolfensberger was instrumental in obtaining a grant through the Social and Rehabilitation Service Department of the U.S. Department of Health, Education, and Welfare which was used in leadership training workshops. Through these workshops the citizen advocacy concept was introduced to many people and agencies. The trainees for these workshops were selected from local associations for retarded children, professionals in the field of mental retardation, and other fields. These people were invited from Region VII, which includes Nebraska, Iowa, Missouri, and Kansas; but also from other states, as well as Canada.

As mentioned on Page 9, the first and second workshops were held in Omaha on November 6 and 7 and December 3 and 4, 1970. The third was held in Kansas City on January 7 and 8, 1971. A major emphasis in these workshops was placed on CARC's Citizen Advocate Program, its organization and success. The participation in these workshops included the coordinator speaking to the group on the organization of the program and its daily operation. An advocate-protege panel was used in all of the workshops. This provided the trainees with a look at the success of the actual relationships.

It was during the workshop in Kansas City that CARC learned that President Richard Nixon had awarded a Commendation to the volunteers of CARC's Citizen Advocate Program and that a personal letter to Mrs. Leola J. Novak, Coordinator, had been received. The State Office of Mental Retardation sponsored the formal presentation of President Nixon's Commendation to the volunteers of the Citizen Advocate Program on January 26, 1971, at 7:00 p.m. in the fifth floor auditorium in the Lincoln Center Building. People from all areas working in the field of mental retardation, as well as parents and others, were invited to attend this function. Approximately 200 people were in attendance. At this presentation Dr. Wolfensberger presented the citizen advocate concept and the overall advocacy schema. Mrs. Novak related the activities of the office in its organization, the securing of advocates, and the matching of the proteges. Mr. Max Mills, Region VII Director of Health, Education, and Welfare, from Kansas City, Missouri, presented the framed Commendation to the volunteers to Mr. Clancy Woolman, President of CARC. (Page 13, Appendix) In his presentation Mr. Mills said, "Volunteers like those in Lincoln's Citizen Advocate Program for the retarded are people we must depend upon if this great Republic is to survive. It won't be through new layers

of bureaucracy that the work will be done." Mr. Ralph Anderson, Assistant Regional Director from Kansas City, presented President Nixon's letter to Mrs. Leola J. Novak, (Page 14, Appendix)

An advocate-protege panel provided a portion of the program at the formal presentation. Mrs. Julie Meyerson, Public Educator of the State Office of Mental Retardation, Planned and served as the master of ceremonies at this presentation. Mr. George A. Thomas, Director of the State Office of Mental Retardation, provided a summary of events leading to the opening of CARC's Citizen Advocate Office.

As a result of the leadership training workshops, the President's Committee on Mental Retardation requested a special program be presented in Washington, D.C., to acquaint their members with the citizen advocacy concept. On Friday, November 20, 1970, in Washington, D.C., Dr. Wolf Wolfensberger, Mrs. Meyerson, and Mrs. Novak presented a special program to the President's Committee on Mental Retardation.

In February, 1971, the North Central Region of the National Association for Retarded Children (NARC) held its annual meeting in Des Moines, Iowa. An all-day workshop on citizen advocacy was provided at that conference. Again, the Lincoln Citizen Advocate Program participated in this workshop. It was at this convention that a resolution was passed stating that the National Association for Retarded Children should investigate the Capitol Association for Retarded Children's Citizen Advocate Program to determine if such a program could be feasible for other associations for retarded children throughout the nation to use. If so, NARC should then develop materials and aids to distribute to the local associations desiring to implement programs. With NARC's guidance more programs could be implemented in less time, thereby serving many more retarded persons.

The NARC Board of Directors in its meeting on Friday, April 23, 1971, passed the following motion:

"National Association for Retarded Children Board of Directors endorses the citizen advocacy concept and principle and encourages Associations for Retarded Children to explore strategies for the implementation of Citizen Advocacy Programs within their respective state and local communities."

President Francis E. White made the announcement of NARC's acceptance by telephone to the Nebraska State Association for Retarded Children at the banquet meeting of their state conference on Saturday, April 24, 1971. In President White's telephone conversation, he stated that Nebraska people had always been trail-blazers from the very time that Nebraska was a territory and then became a state. He complimented the people of Nebraska for their trail-blazing in the field of mental retardation and especially the new Citizen Advocacy Program. CARC's Citizen Advocate Program was certainly an example of Nebraska's trail-blazing.

It is expected that after the National Association for Retarded Children reviews the program in Lincoln, Nebraska, they will be providing help for other ARC's in order that they may implement a Citizen Advocate Program.

There are different types of advocacy. In the very first month of the existence of the Citizen Advocate Office, the program experienced group advocacy. Group advocacy is a type of advocacy where a group of retarded individuals and a specific group of citizens are involved in relationships. The Lincoln Jaycees was the first group to offer this type of service in the Advocacy Program. This group of men in the community took all of the residents from one of the training hostels to the Globe Trotters Basketball Game. The men living in this hostel had just returned to the community from the state institution on January 30,

1970. They went to the basketball game within the first two weeks after their return to the community. This was an outstanding experience for the 14 men who had spent so many years in the institution. This was quite an experience for the men in the Jaycees organization, also. As a result of this group advocacy, one of the Jaycees became so concerned that he soon made application to become a citizen advocate.

The Youth Association for Retarded Children (YARC) in Lincoln actually provides a group function every Wednesday evening. YARC is an organization which works with the adult association in the community. The youth have done a very fine job in providing recreational activities such as swimming, dancing, and picnicking for the retarded young adults living in the community.

The Capitol Association for Retarded Children is actually the corporate advocate for all retarded in the community. In several instances during the first few months of the operation of the program, advocates contacted the office regarding legal problems, such problems as with the law and in housing. The Advocate Office through its attorney helped to advise and back up the advocate in his representation of the protegee. Two attorneys serve on the Advisory Committee. Both will help with legal problems. One attorney represents the community and the other is the director of the Lincoln Legal Service for low-income people.

Crises advocacy is an important part of the Advocate Program. The office should be able to provide an advocate to a retarded person and his family in the case of a crises. Crises advocacy may only happen once in a retarded person's lifetime, but it is of major significance at the time. The Advocate Office must be prepared to provide help to the retarded through an advocate. The program has experienced several

types of crises in its short existence. They range from finding a place for a retarded child to live while the family was on vacation to a retarded family man who had turned to alcohol to try and solve his problems.

Youth advocacy is an important part of the advocacy program. Besides providing group advocacy on a weekly basis, the youth have also provided advocacy in the State Home. Once a month during the year a group of youth advocates have gone to the State Institution in Beatrice where they have been matched with a particular retarded person. They spend a full day with that person, with him on the ward, during his meal time, and in his recreational activities. A number of the youth have become advocates within the community serving as peer advocates to retarded people of their own age or advocates to the younger child. The results of the youth relationships have been outstanding.

One citizen or a family may play advocacy roles to more than one individual. This is called multiple advocacy. One family in the Lincoln community, a man, a wife, and three children, was assigned a protege in the second month of the program's operation. This protege possessed many of the characteristics typical of those people living in an institution. The family worked diligently with this young man, providing many experiences for him each week. In three months<sup>1</sup> time they could see such a change in the man that they requested to be assigned to another retarded man. The family has continued in their relationship with the two men, thereby providing multiple advocacy. Another example of multiple advocacy is that of foster parents of a small boy who are also advocates to a man in his early thirties who recently returned to the community from the institution and is working full time and living in an apartment with another retarded man.

The Citizen Advocate Program in Lincoln has had problems along with its success. It is not a simple task to initiate a new program, to educate the public to accepting this new program, to secure volunteers as advocates, and then to assign and establish proper relationships with a protege.

The Citizen Advocate Program is a volunteer program. Volunteers are serving as advocates. Most of the volunteers who have applied have been eager and have made excellent advocates. However, there have been some who have applied and have not begun their relationship after assignment or did not properly follow through in the advocacy relationship. The office helps these people in any way that it can. A number of follow-up calls or contacts are provided. The advocate is given ideas to help him in his relationship. After a period of time, if all of the suggestions fail, the advocate is taken from the active list, placed on an inactive list, and contacted at a later date to see if he is ready again to begin a relationship. If not, he will be dropped from the program.

The advocacy relationship, such as is being experienced in CARC's program, cannot be given by an agency which would tend to be agency-centered, rigid, and not able to offer a long-time relationship like the volunteer can do. An advocate is expected to represent his protege even if it means going against the establishment, perhaps identifying some poor housing conditions, perhaps identifying problems which have arisen in the institution, and perhaps going against the establishment such as agencies providing programs for the retarded within the community.

This program has experienced a problem in that area. Advocates have provided the representation that they should and have spoken out against the institution or organization. Agencies are not always



willing to accept criticism. It takes a long time to create change. If an agency has been in the habit of providing a certain program in a certain way to the retarded, it takes time to help that agency to see where they are failing in a particular area. It took a long time for the parent organizations across the nation to educate the communities to the fact that the retarded were citizens and should be allowed to develop to their highest potential. It is taking time to educate these same communities that the volunteer citizens and advocates can and will represent the protege speaking for him when he is not able to speak for himself.

Even some of the proteges are creating problems. They are very anxious to be assigned a citizen advocate or friend, but they are not always anxious to be guided by that citizen advocate. They are sometimes jealous of what another advocate is doing for a protege, and they are sometimes very demanding. The advocate must be very patient and understanding and realize that this is a part of his advocacy relationship with his protege. A parent will unconditionally accept his child. When the child is small, he may do things that are not proper for him to do. The parent will punish, yet he will love that child unconditionally and stand by him. The parent will do the same as his child grows to maturity. This is very evident when we read of the many publicized court cases of parents standing behind son or daughter who has been convicted of a crime. The true citizen advocate will also stand by his protege and represent him unconditionally under all circumstances.

In December, 1970, upon request of the CARC President, the chairman of the Advisory Committee, Mrs. Dorothy Lougee, appointed a small sub-committee known as the Goals Committee. This committee was to evaluate the progress of the program thus far and to formulate goals and plans for the next six months to a year.

In January, 1971, the Goals Committee reported back to the Advisory Committee. (Pages 15 & 16, Appendix) The Goals Committee presented their report to CARC's Executive Committee as well as the CARC Board. This Board acted immediately on the recommendation to hire a secretary and authorized the hiring of a full time secretary for the Citizen Advocate Program. Mrs. Luann Kobza was selected for the position. She came on duty March 26, 1971.

Bill West, Executive Director of CARC, immediately began to explore avenues of funding so that another professional can be added as soon as possible to assist the coordinator.

The Goals Committee recommended that the Advisory Committee establish a set of guidelines and reorganize the second year of operation. The Advisory Committee did reorganize during February of 1971 so that by the March meeting they were ready to work under the newly formed guidelines. (Pages 17 & 18, Appendix)

The Governor of Nebraska, J. James Exon, proclaimed Saturday, April 17, 1971, as Nebraska Citizen Advocacy Day. (Pages 19 & 20, Appendix) During a ceremony at the State Capitol, the Governor was made an honorary citizen advocate in the program; and he was presented with an engraved plaque. Two advocates, Mrs. Ruth Hall and Mickey Mendez, with their proteges, Barbara Jones and Donald Luckey, participated in the presentation ceremony.

A special Leadership Training Workshop for Nebraska citizens was held in Lincoln on April 17. People from other states as well as Canada also participated in the workshop. This workshop was conducted under Dr. Wolfensberger's leadership. A panel of advocates and proteges, Advisory Committee members, and the coordinator from CARC's program participated in the program.

## APPENDIX

APPLICATION FOR  
CITIZEN ADVOCACY

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_

List: Members of your family

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Occupation \_\_\_\_\_

Religious Preference \_\_\_\_\_

Special interests or hobbies

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List the organizations, committees, etc., in which you participate.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Why do you wish to become an Advocate?

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(If more space is needed, use the back of sheet.)

Name \_\_\_\_\_

Date \_\_\_\_\_

### STRUCTURED INTERVIEW SHEET FOR ADVOCATES

1. How long have you lived in the community? \_\_\_\_\_
2. Do you drive a car? \_\_\_\_\_ Have you a valid driver's license? \_\_\_\_\_
3. How much free time will you have weekly to spend in advocacy work for the retarded person assigned to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you have a telephone? \_\_\_\_\_ Will you be willing to spend some time visiting by telephone with your retardate? \_\_\_\_\_
5. It is important to have the basic knowledge of mental retardation. Opportunity will be given for you to increase your knowledge. Which of the following would you participate in?
  - a. Individual study \_\_\_\_\_
  - b. One session, group inservice training \_\_\_\_\_
  - c. Tours of local facilities for the retarded \_\_\_\_\_
  - d. Visitation of Beatrice State Home \_\_\_\_\_
6. Which of the following do you prefer:
  - a. Child \_\_\_\_\_ Sex: Female \_\_\_\_\_
  - b. Adolescent \_\_\_\_\_ Male \_\_\_\_\_
  - c. Young adult \_\_\_\_\_
  - d. Adult \_\_\_\_\_
  - e. Aged \_\_\_\_\_
7. Degree of retardation:
  - a. Mild \_\_\_\_\_
  - b. Moderate \_\_\_\_\_
  - c. Severe \_\_\_\_\_
  - d. Profound \_\_\_\_\_

Structured Interview Sheet for Advocates --Page 2

Name \_\_\_\_\_

Date \_\_\_\_\_

8. Would you be willing to become an advocate to a multi-handicapped person?

\_\_\_\_\_

9. In which type of the advocacy program would you prefer to become involved:

- a. Citizen friend (special friendship) and guidance with problems of everyday living or help in the handling of finances, etc. \_\_\_\_\_
- b. Adoptive or foster parents \_\_\_\_\_
- c. Parent-like figure but not the parent-like arrangement of adoptive or foster relationship \_\_\_\_\_
- d. Guardian \_\_\_\_\_
- e. Conservator \_\_\_\_\_

TO THE CARC ADVOCATE:\*

As an Advocate, you will be performing services of a broad and varied nature for a Lancaster County retarded person. The following is offered as a general summary of the legal obligations of the Advocates to his or her assigned retarded person.

Most of your duties will probably not include many activities which are likely to subject you as an Advocate to the possibility of personal legal liability. You do, of course, in your dealings with your retarded person, retain the same legal obligation that every person has to use reasonable care in the use of your automobile and to maintain the condition of your home in a reasonably safe condition for the safety of guests and visitors.

As an Advocate, you do undertake the further duty of using reasonable care to keep the retarded person under your supervision safe from harm during that time the retarded person is actually with you or under your direct supervision. In this regard your legal obligations are roughly equivalent to those of a Little League baseball coach, a Boy Scout leader, or any other person who voluntarily undertakes to temporarily supervise others, that obligation being simply to use reasonable care under all the circumstances existing.

You do not acquire the full and continuing duties of a parent. You do not acquire any financial obligations to the retarded person you are assisting and in the absence of a situation where you would be appointed legal guardian, which situations will probably be rare, your duties exist only during the time that you are actually dealing with or supervising the retarded person.

In general, the best way for you to protect yourself from the possibilities of personal legal liability is simply to be sure that you are properly insured. The great majority of situations which lead to legal liability are insured against by your automobile, homeowner's, or tenant's liability insurance policies, which we all either do or should carry for our own protection. In addition, further protection has been provided by a general liability insurance policy which is being carried for your benefit by CARC.

You should have no legal difficulties with parents or relatives of a retarded person under your supervision unless your actions on behalf of the retarded person are specifically opposed by the retarded person's parents or relatives, or unless you undertake to handle or administer all or a substantial part of the funds of the retarded person. In the event either of these situations arises, or in the event you encounter any other specific questions concerning your role as an Advocate, feel free to contact the CARC Office for advice in handling your particular problem.

\*The legal advice offered in this paper by the Legal Committee is geared primarily to the citizen friend advocate. The specific duties and legal responsibilities of the foster parent, adoptive parent, guardian, and conservator are not described.

Lancaster County Resident at Beatrice State Home  
Returning to the Community

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Date Admitted to B.S.H. \_\_\_\_\_ Date Released to Community \_\_\_\_\_

IQ \_\_\_\_\_ Type of Retardation \_\_\_\_\_ Race \_\_\_\_\_ Religion \_\_\_\_\_

Community Placement: Residence \_\_\_\_\_

Training \_\_\_\_\_

Employment \_\_\_\_\_

Parental Information:

Mother \_\_\_\_\_  
Name Address Phone

Father \_\_\_\_\_  
Name Address Phone

Remarks \_\_\_\_\_

Siblings: Name Address D.O.B. Phone

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

(List Additional Names on Back)

Remarks \_\_\_\_\_



General Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

By \_\_\_\_\_

	<u>Citizen</u>	<u>Advocate</u>	<u>Program</u>
1. Name _____	Home Address _____	Business Address _____	Phone _____
Date Assigned _____	Home Address _____	Business Address _____	Phone _____
Comments _____			
2. Name _____	Home Address _____	Business Address _____	Phone _____
Date Assigned _____	Home Address _____	Business Address _____	Phone _____
Comments _____			
3. Name _____	Home Address _____	Business Address _____	Phone _____
Date Assigned _____	Home Address _____	Business Address _____	Phone _____
Comments _____			

## GUIDELINES FOR ADVOCATES

1. View the interest and welfare of your protege as if it were your own.
2. Use appropriate means to fulfill the instrumental and expressive\* needs of the person--means which are consistent with the culture in which we live and which are consistent with the person's mental and physical ability.
3. Provide a personalized relationship--a friend who telephones and visits, who sends mail and gifts occasionally, perhaps invites the person to his home for occasional visits or special feast days, goes on a picnic, Sunday ride in the country, etc.
4. Help your protege to adjust in the community by guiding and helping him in the following basic areas:
  - a. Grooming See attached Basic Area Guidelines
  - b. Communications
  - c. Self-reliance
  - d. Physical dexterity
  - e. Adapting to life in the home, neighborhood, and community
5. Know the person to whom you have been assigned. Some of this information will be made available to you from the Advocate Office.
6. As soon as possible, determine the general abilities of your protege as to dependence or independence.
  - a. Where does he live?
    1. Is he essentially dependent upon his parents or houseparents within the institutions, boarding residence, or training hostel?
    2. Is he marginally independent, capable of living in his own home or apartment with very little outside help?
  - b. What are his basic needs?
7. Document each of your experiences and the results of the experiences,. Periodically you will be reporting your activities with your protege to the Citizen Advocate Office.
8. Feel free to contact the office as often as you like. A number of consultants from various fields are available to help you.

Leola J. Novak, Coordinator  
Office 477-6925 Home  
488-2156

\* instrumental functions are those which solve the practical problems of everyday life, such as earning a living, mowing the lawn, washing the dishes, and bathing the children. Expressive functions involve the exchange of affection that meet deep-seated needs and that often makes instrumental demands meaningful or bearable, i.e., emotional needs.

## BASIC AREA GUIDELINES

The following outline may assist you in helping your protege to improve his self-image and to take his place in society. You are not expected to assume the role of a teacher. You will probably be reenforcing the training he may already be receiving in a hostel or program. Not all retarded persons will have problems in these five areas; however, most will have in one or more of the areas. The retarded person will receive more prestige and dignity in our society, if he can be strengthened in these areas. Retarded persons have for years been harrassed and pushed in to second place with no respect for them as human beings. The advocate must use extreme caution and be very delicate in the approaches he uses in helping his protege in these areas:

- I. Grooming    II. Communications    IV. Physical Dexterity
- III. Self-Reliance    V. Adaptability.

### I. Grooming

- A. General Orientation
  - 1. Need
  - 2. Acceptance
- B. Dress
- C. Personal Grooming Habits
  - 1. Nails, Hair, Make-up, etc.
- D. Personal Hygiene

### II. Communications

- A. General Orientation
  - 1. Ability and Willingness to Speak, Listen, and Interpret with Understanding (Learning)
- B. Willingness to Communicate
  - 1. Emotional and Physical Problems that Block Ability and Willingness to Communicate
- C. Speaking
  - 1. What are Hang-ups in Speaking Effectively?
- D. Art of Listening
  - 1. Listening is Essential to Good Communications (We as advocates should be sensitive to problems that affect good listening.)
- E. Interpret with Understanding (Learning)
  - 1. Learning as Related to Environment
  - 2. Institutionalization vs. Normalization

### III. Self-Reliance

- A. General Orientation
  - 1. Realistic Self-Concept has to be Achieved
    - a. Vocation, Family, Peer, Economics
  - 2. Retarded persons are not usually completely Self-Reliant

- B. Health Problems
- C. Social Adjustments as Relates to Family
- D. Peer Relations as Relates to Family Background and Institutionalization
- E. Earning Power as Relates to Limited Education and Training, Institutionalization, and Disability

#### IV. Physical Dexterity

- A. General Orientation
  - 1. The Non-professional must have Physical Dexterity in order to Attain Gainful Employment
  - 2. Retarded Persons can be Taught to Develop Physical Dexterity Skills
    - a. Sheltered Workshop
    - b. Training Program

#### V. Adaptability

- A. General Orientation
  - 1. The Retarded Person's Ability to Present Self Well, to Communicate Effectively, to be Self-Reliant, and to have a Successful Work Experience Will Determine his Adaptability to Self and to Environment
- B. One Goal of Citizen Advocacy Program
  - 1. To Assist Retarded Person in the Adjustment Process
- C. Other Resources in Community to Aid in Adjustment
  - 1. City Recreation
  - 2. Social Service Agencies

# ADVOCATE--MONTHLY ACTIVITY REPORT

Advocate \_\_\_\_\_

Retarded Citizen \_\_\_\_\_

Month \_\_\_\_\_

	Activity	Summary
Date		
Time		
Date		
Time		
Date		
Time		
Date		
Time		

CITIZEN ADVOCATE PROGRAM

Activity Summary

Advocate \_\_\_\_\_ Friend \_\_\_\_\_

Activity \_\_\_\_\_ Date \_\_\_\_\_



# Capitol Association for Retarded Children



Retarded Children  
Can Be Helped

Phone: 477-6925

311 Lincoln Center Building  
215 South 15 Street  
Lincoln, Nebraska 68508

1970-1971

## MEMORANDUM

### OFFICERS

Clancy Woolman, President  
Robert Tyler, Chairman of the Board  
Vincent Balok, Vice-President  
Mrs. Helen Draper, Vice-President  
Mrs. Lucy Marshall, Secretary  
Art Basso, Jr., Treasurer  
Mrs. Anne Cech, Senior Board Member

DATE: June 26, 1970  
TO: Citizen Advocates FROM: Mrs.  
Leola J. Novak, Coordinator

Summer is an excellent time to do many things with your retarded friend. I know you are striving to help your particular friend learn about his community and are helping him to take his place in this community.

### BOARD OF DIRECTORS

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Ed Rowley  
Ted Schafer  
The Rev. Dan Schroeder  
James Stange  
Dr. B. W. Tullis, Jr.

Picnic (perhaps a cook-out)  
Shopping (personal items for the retarded; perhaps grocery shopping with you as a family)  
Fishing  
Ball game (don't forget the Little Chiefs) Do you suppose your friend ever helped to freeze home-made ice cream? Your friend is eager to help you (perhaps mow the lawn, help prepare a meal, etc.)  
Band concerts and musical events To church with you Zoo  
Help in money management  
Trip on city transportation  
Personal grooming  
They love to talk on the telephone.  
A ride in the country  
A visit to a lake (of course, we practice water safety)  
Going on vacation (mail your friend some cards, perhaps a souvenir)

### EXECUTIVE DIRECTOR

W. A. West

The important thing is that you are providing activities that will help your friend and at the same time find pleasure in your mutual friendship. The Citizen Advocate Office can only measure the results of this program with information that you as an advocate furnish us about your particular relationship. The enclosed forms have space for four activities a month. Would you please mail us a report at the beginning of each month. If you have more than four activities, feel free to use as many sheets as you need. If you prefer to record more information, please use the enclosed activity summaries.

Thank you for your volunteer service as an advocate. Your retarded friend is saying thank you through his responses.

Can we be of help to you. Feel free to telephone the office-- 477-6925.

Member Unit of National Association for Retarded Children





The President of the United States

*Awards this*

**COMMENDATION**

*To*

*The Volunteers of the Capital  
Association for Retarded Children  
in recognition of exceptional  
service to others, in the finest  
American tradition.*

*Richard Nixon*

*The White House  
Washington, D.C.  
December 28, 1970*



THE WHITE HOUSE  
WASHINGTON

December 28, 1970

Dear Mrs. Novak:

The splendid work which the volunteers of your organization have undertaken in behalf of the mentally retarded in your area was brought to my attention recently, and I want to commend all those who have served in your association for their excellent efforts. I was pleased to learn that the citizen advocate project and your other programs have met with gratifying success and that the approaches you have developed are being adopted elsewhere.

The enclosed certificate is a token of my respect and admiration for the dedication which your volunteers have demonstrated. I hope that you will convey to each of them my appreciation for their outstanding example of service to the handicapped.

With best wishes,

Sincerely,

A handwritten signature in dark ink, appearing to read "Richard Nixon", is centered below the word "Sincerely,".

Mrs. Leola Novak  
Director, Citizen Advocate **Program**  
Capital Association for  
Retarded Children Room 311,  
Lincoln Center Building 1001 O Street  
Lincoln, Nebraska 68508

SIX-MONTH GOALS AND RECOMMENDATIONS  
FOR THE CITIZEN ADVOCATE PROGRAM Capitol  
Association for Retarded Children  
January, 1971

At the request of Clancy Woolman, President of the Capitol Association for Retarded Children, a Goals Committee was established to formulate six-month goals for the Citizen Advocate Program. The Goals Committee is composed of the following persons: The Rev. William Cave, Bill Hinze, Mickey Mendez, Mrs. Vicki Stephenson, Miss Cathy Wertman, and Miss Helen Zauha.

Progress since February 1, 1970, shows that in this national pilot project of citizen advocacy, 63 advocates (5 unassigned) have been recruited creating 46 relationships with proteges in the Lincoln area through the efforts of one full-time staff member, Mrs. Leola Novak with the occasional assistance of a secretary. With emphasis on community involvement, state and national activities involving Mrs. Novak have been minimal. She participated in three workshops taking her out of the office five working days. Her trip to Washington D.C., for a presentation to the President's Committee on Mental Retardation required one day from the office. Volunteers have performed far beyond what is normally expected, giving a conservatively estimated total of 3,644\* man hours for the eleven months the Citizen Advocate Program has been in operation. It is estimated that from 50 to 100 proteges need advocates at the present time.

The Goals Committee feels that Mrs. Novak has performed at the highest level. She has assumed responsibilities of public relations, recruitment, training, follow-up, as well as carrying out a major portion of the clerical responsibilities.

The Goals Committee thus recognizes the need for more advocate-protege relationships in the local community and maintaining contact with state and national interests as the two priorities of the Citizen Advocate Program for the next six months.

In order to fulfill the first priority, that of obtaining more advocate-protege relationships in the local community, we recommend the following steps be taken:

1. Hiring an additional person to the Citizen Advocate Program staff within the next six months to work with Mrs. Novak
  - a. To help recruit and orient advocates and assist with follow-up consultation (The Goals Committee feels that doubling of advocate-protege relationships is a conservative estimate for 1971 but only possible with additional **staff.**)
  - b. To relieve pressures in the office for better community emphasis, and
  - c. To increase public relations within the community.

2. Hiring a full-time secretary exclusively for the Citizen Advocate Program within the next six months
  - a. To relieve clerical and repetitive duties, thus allowing for more community-oriented tasks by the two staff members, and
  - b. To provide an office-like atmosphere and professional appearance to all material related to the Program.
3. Establishment of guidelines by and for the Advisory Committee and the Steering Committee
  - a. To outline the purpose and function of the Advisory and the Steering Committees
  - b. To determine what agencies and/or interests should be represented on the Advisory Committee
    1. The Goals Committee recommends, for example, that agencies such as Lincoln Action Program (LAP) be represented.
    2. The Goals Committee also recommends that proteges be included on the Advisory Committee.
  - c. To determine how the chairman and secretary of the Advisory Committee shall be chosen and the length of their term
  - d. To determine how the subcommittee chairmen of the Advisory Committee shall be chosen and the length of their term, and
  - e. To determine how often the Advisory and Steering Committees shall meet.

Fulfilling the second priority of the Citizen Advocate Program, that of maintaining contact with state and national interests, will make it possible to:

1. Relate the success of a national pilot project,
2. Expand the funding possibilities for our local Citizen Advocate program, and
3. Publicize local success in other communities for feedback to the Lincoln community.

	Monthly	
?Advisory Committee (25 members for 2 hrs./mo.)	100 hrs.	
Subcommittee involvement (25 members for 2 hrs./mo.)	184 hrs.	
Advocates (minimum of 1 hr./wk. each of 46 relationships)	<u>284</u> hrs.	3,124
	240 mos.	
	<u>240</u>	
SWEAT Students--2 students @ 40 hrs./wk. for 3 wks. 3		
students @ 40 hrs./wk. for 2 wks.	20	480
	18	
Graduate Students--20 hrs. total in summer	<u>2</u>	
since Oct. 1, 1% days/wk. total by 3 students since		
Dec. 1, % day/wk. by a secretary		
		<u>40</u>
		3,644

Estimated man hours contributed by volunteers in Program

In addition since October 1, 5 graduate students have been preparing a research paper evaluating the Citizen Advocate Program.

Guidelines for the Citizen Advocate Program  
Adopted by the Advisory Committee  
March 11, 1971

I. Advisory Committee

- A. The Advisory Committee will be composed of representatives of interests and agencies as recommended by the Publicity and Promotion Committee.
- B. The Advisory Committee will serve in a consulting capacity to the Citizen Advocate Program, both individually and as a group, promote and publicize the program, look out for the program's welfare, act as the official representative for the program, and assist in foster and adoptive placement.
- C. The Advisory Committee will meet four times yearly beginning in March.
- D. The elected officers of the Advisory Committee shall consist of a chairman, a vice-chairman, and a secretary.
  - 1. A nominating committee appointed by the Advisory Committee chairman in February of each year shall be composed of three members of the Advisory Committee. Nominations will be presented to the Advisory Committee at the March meeting (annual meeting) and voted upon.
  - 2. Term of office for officers will be one year beginning April 1.
- E. Each member of the Advisory Committee shall serve on a subcommittee.
- F. The Advisory Committee should be represented on the CARC Board of Directors.

II. Subcommittees

- A. Executive Committee
  - 1. The former Steering Committee will now be known as the Executive Committee.
  - 2. The Executive Committee will be composed of the elected officers, an advocate, and members of the Advisory Committee as designated by the chairman.
  - 3. The Executive Committee shall meet once a month.
  - 4. Purpose of this committee is to advise the Citizen Advocate coordinator in making decisions relative to immediate concerns and problems. In no way shall this committee make policy and administrative decisions.
- B. There shall be the following standing committees:
  - 1. Publicity and Promotion.
  - 2. Aged.
  - 3. Foster-Adoptive-Welfare.
  - 4. Legal.
- C. The Executive Committee shall recommend to the Advisory Committee the addition of other subcommittees as the need arises.

III. Associate Advisors

- A. The associate advisors are key facilitators within the community. They are not advocates or volunteers serving on the Advisory Committee. They are professional and lay people qualified in a specific area who are willing to advise in that area when the need arises. It is not necessary for the associate advisors to meet with the Advisory Committee on a quarterly basis unless they so desire.



## STATE *of* NEBRASKA

EXECUTIVE OFFICE

LINCOLN

### PROCLAMATION

- WHEREAS Nebraska is and has long been a state which prides itself on neighborliness and mutual help on the part of its citizens, a state where citizens themselves often take the initiative to solve local problems; and
- WHEREAS Nebraska can lay claim to being Number One in yet another area, by being the birthplace of a Citizen Advocacy plan which makes use of these ideals toward solving some major human problems of our times by having competent citizen volunteers represent, as their own, the interests of other persons who are handicapped, impaired, or disadvantaged; and
- WHEREAS Nebraska has the first Citizen Advocacy Program in the nation and world, including a Citizen Advocate Program operated by the Capitol Association for Retarded Children in Lincoln, and a similar one operated by the Opportunity Center in Columbus, and a Youth Advocacy service extended by numbers of Youth Associations for Retarded Children across the state to residents from their communities now at the Beatrice State Home; and
- WHEREAS President Nixon awarded an official commendation to the volunteers of the Lincoln Citizen Advocate Programs for their efforts in that program earlier this year, this being one of the first such commendations for volunteers in the nation; and
- WHEREAS across our nation, and in Nebraska today, there are yet hundreds of thousands of persons who are unable to protect their interests or rights, who are denied companionship or the dignity of usefulness--persons with physical or mental disabilities, persons in mental or penal institutions, persons once productive, now in old age:
- NOW, THEREFORE, I, J. James Exon, Governor of the State of Nebraska, DO HEREBY PROCLAIM, April 17, 1971, as

### CITIZEN ADVOCACY DAY

in Nebraska; and urge all interested persons to attend the workshop which will be held in Lincoln on April 17th to further acquaint anyone in the state with the Citizen Advocacy concept and service as it applies to such citizens in Nebraska.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the  
Great Seal of the State of  
Nebraska to be affixed.  
DONE at the State Capitol, Lincoln,  
Nebraska, this 5th day of April in the  
Year of Our Lord One Thousand Nine  
Hundred and Seventy-One.



Attest:

  
Secretary of State

  
Governor